

Improve Basketball Shooting Skills With The Target Method

 Hotlinder H Simamora

SMP N 1 Rejang Lebong
Rejang Lebong, Indonesia

 hotlinderhsimamora@gmail.com*



Article Information:

Received July 15, 2023

Revised September 26, 2023

Accepted September 30, 2023

Keywords:

Target Model; Basketball
Shooting

Abstract

The issue with pupils' precision while chucking the ball into the basketball hoop as well as their lack of interest and sincerity in studying is the basis of this study. The goal of this study was to enhance basketball shooting performance and raise student interest and motivation in target game basketball instruction. The collaborative and participatory nature of this study makes it a class action study. 35 kids from SMP Negeri 1 Rejang Lebong's VIII grade served as the study's subjects. Twelve male and twenty-three female students were present. After gathering the study data, it was examined using both quantitative and qualitative descriptive methods. The findings indicated that using target games in combination can raise student enthusiasm and seriousness about studying while also increasing basketball shooting accuracy. This is evident from the rise in student interest and seriousness as well as the improvement in basketball shooting outcomes, which allowed the second cycle's completion rate to reach 94.3%.

A. Introduction

Nowadays, physical education has developed in a new direction. Physical education should be able to support Indonesian education given the current educational climate. Physical education should be interpreted as a form of education through physical activity in a comprehensive sense, namely humanizing humans as a whole (Noprian et al., 2020). Physical education must be integrated into general education and not merely be a physical development exercise (Sembiring et al., 2020). Why physical education is so important for education is because it relates to all aspects of human development, both physically and psychologically. One form of contribution can be given by teachers in schools to students through PJOK learning.

PJOK learning at Rejang Lebong 1 Public Middle School, Rejang Lebong Regency, Bengkulu, in basketball material as still not optimal, especially the subject of shooting the ball into the hoop. After the initial assessment was carried out before the lesson, it was found that there were several causes or obstacles that were experienced by students, including students who felt the distance was too far, the ball was felt too far the weight, seriousness and motivation of the students who are still lacking and also the embarrassment of some students in throwing throws so that the result not maximal. This problem is considered a specific problem that results in poor student learning outcomes or achievements. So that an action is needed to build the seriousness and motivation of students who are still lacking by developing a target-based learning model (target media).

In accordance with the opinion stated in Permendikbud (2006), the process of learning involves students interacting with teachers and learning materials in a learning environment. As a means of holding people accountable for the implementation of education, education evaluation is the activity of regulating, ensuring, and assessing the quality of education for various components of education in each pathway, level, and kind of education.

Learning physical education, sports and health is an educational process that prioritizes the use of physical activity as a goal. While the purpose of physical education itself is to cultivate components of a healthy lifestyle, a clean environment, reasoning, emotional stability, moral action, physical fitness, movement skills, critical thinking, social skills, and social skills (Departemen Pendidikan Nasional, 2003). The process

of educating pupils is known as learning, and it involves carefully planning, carrying out, and assessing each step of the learning process. Learning takes place in both education (education) and training (training) (Permendiknas, 2008). Furthermore, in Sukmadinata (2002) regarding Process Standards, according to, learning goals offer guidelines for picking course material, planning the order of subjects, assigning time, selecting teaching aids, and selecting teaching methods, in addition to offering a measure (standard) to assess accomplishment pupil learning.

Identification of the benefits of the learning objectives in Ahmadi (2007) states that there are four benefits of such learning, namely: (a) Ease in communicating the meaning of teaching and learning activities to students, so students can do good deeds learn more independently, (b) Make it easier for teachers selecting and compiling teaching materials, (c) helping teachers to determine learning activities and learning media, and (d) making it easier for teachers to make assessments. Furthermore, in Permendikbud (2006) states that the purpose of physical education is (a) to develop self-management skills in the effort to develop and maintain health physical fitness and healthy lifestyle through various physical activities and selected sports, (b) Improving basic movement abilities and skills, (c) Laying the foundation of a strong moral character through the internalization of the values contained in physical education, (d) Developing a sportsmanship, honest, disciplined, responsible, cooperative, confident and democratic attitude, (e) Developing keteter Plan to keep yourself safe , other people and the environment, (f) Understanding the concept of physical activity, sports in the environment. One of the PJOK lessons that has been studied by researchers is basketball.

The game of basketball itself is basically is basically one of the exercises about team cohesiveness and learn basic basketball techniques that are created and arranged in an organized manner in order to foster growth and development. in order to foster growth and body formation, cohesiveness and harmonious personal development. According to Adnan (2000) The game of basketball is a simple game which is played by 5 people in one team and involves many people to move physically. physically. The game of basketball is very favored by teenagers in almost all corners of the world and attracts a lot of attention society in general. While according to Oliver (2007) that the definition of basketball is one of the most popular the most popular sport in the world, fans of all ages feel that basketball is the most the most fun, competitive, educational, entertaining, and healthy.

Basketball is a game whose movements are complex, namely a combination of walking, running, jumping, and elements of strength, speed, reaction, accuracy, flexibility, endurance, balance, explosive power, agility and coordination of motion. Basketball is a sport that contains complete and diverse elements of movement, meaning that the movements needed in playing basketball are a combination of elements of movement that support each other (Yarmani, 2017).

There are several basic skills that must be mastered in basketball, such as dribbling, shooting and passing skills (Ramadhan et al., 2020). These three skills are fundamental and very dominant in basketball games (Daharis & Rahmadani, 2018). In this study, researchers tried to examine only one skill, namely shooting. Muhajir (2007) Shooting ball is a technique of shooting the ball into the basketball ring which can be done by staying in place or jumping movements with a certain distance. The success of the team in the game is always determined by the success in shooting. Shooting is a very important movement in the game of basketball. According to Kosasih (2008), because everyone has the impulse to attack and wants to put the ball in the basket, shooting is the most well-known and often used fundamental basketball skill. In line with research Wiriaatmadja (2009) reveals the types of shooting or shots in basketball games, namely: (1) One-handed shot (one hand set shoot), (2) Two-handed shot (two hand shoot), (3) Lay-up shot (lay-up shoot).

Basic skills training is also done to master basic basketball skills such as throwing techniques, correct body position, and proper wrist usage. Coaches or teachers can provide intensive practice and focus on these aspects to help improve students' throwing accuracy. The use of a basketball that has the right size and weight for the student is very important as it is believed that a ball that is too big or too small can affect throwing accuracy, hence the need to choose the right ball that will help students feel comfortable and improve their throwing consistency. Students are given the opportunity to practice throwing a basketball repeatedly. With consistent and intensive practice activities, students can develop their sensitivity and hand coordination so as to improve throwing accuracy. Providing constructive and specific feedback to students after each throw is an important step. The coach or teacher should focus on the aspects that need improvement and provide useful suggestions to improve the student's technique and performance.

This basketball game is one of the games included in PJOK lessons in class VIII in Chapter 1 and has been included in the curriculum syllabus, namely:

| | | |
|---------------------------|--------|---|
| Competency Standards (SK) | : 3 | Practicing various variations of basic movements into games and sports with modified rules and values contained therein |
| Basic Competency (KD) | : 3.1. | Practicing basic technical variations of one of the big ball games and sports, as well as the values of cooperation, sportsmanship and honesty. |

Teaching Games for Understanding (TGfU) in Griffin & Butler (2005) explains that (TGfU) has its own characteristics in the management of games where each form of game has its own characteristics and characteristics which of course give a different sense of fun to the types of players and what distinguishes the game in 4 classifications of game forms, namely: (a) Target games (target game), namely games in which players will get a score if the ball or other projectile of the same type is thrown or hit in the direction of the target that is not is determined and the fewer hits on target the better, (b) Net /wall games (net games), namely games that are carried out by separating the game area and limited by nets with a predetermined height, (c) Striking/fielding games (hit-catch-run games), namely group games played with how to hit the ball or projectile, then the batsman runs to find a safe area that has been determined, (d) Invasion games (attack / invasion games), namely the games played do it by the team by putting the ball or something similar into the goal or basket.

Target games are one of the classifications of game forms in the TGfU approach which focuses on game activities that require precision, high accuracy in obtaining value. Next, in Griffin & Butler (2005) explains in target games, players scores by throwing or striking a ball to a target. Target games are games that demand concentration, calm, focus, and high accuracy in the game. This game actually forms the basis for other games, because almost every game has a target or goal to aim at.

Based on the description above, it is necessary to develop research on how to improve the shooting skills of students in Class VIII SMP Negeri 1 Rejang Lebong using the target method. et. The purpose of this research is to: (1) Know the motivation and seriousness of class VIII students of SMP Negeri 1 Rejang Lebong in participating in lessons, and (2) Know the results of the accuracy of the explosion Running a ball into a basketball hoop in class VIII students of SMP Negeri 1 Rejang Lebong.

B. Research Methods

This research is a Classroom Action Research (PTK) or Classroom Action Research (CAR) which is carried out collaboratively and participatively as in Wiriaatmadja (2009) to explain that researchers do not did not conduct his own research, but collaborated or collaborated with fellow teachers of PJOK SMP Negeri 1 Rejang Lebong. Furthermore, in Wiriaatmadja (2009) it is revealed that action research is how teachers can organize learning conditions and learn from their own experiences. In simple terms PTK can be interpreted as action research carried out with the aim of improving the quality of processes and learning outcomes as a group of students. This research design uses a spiral model from Kemmis and Taggart in Wiriaatmadja (2009) explaining that which describes class research carried out in each step or cycle consists of 4 stages, namely plan (planning), act (implementation/action), observe (observation) and reflect (reflection). The subjects in this study were students in class VIII J of SMP Negeri 1 Rejang Lebong in the 2018/2019 academic year, totaling 35, where the number of male students was 12, while the daughters were sum 23. The implementation of classroom follow-up research took place in several cycles or cycles, and this research was carried out in March - April 2019.

The stages of the research were carried out in 2 (two) cycles where cycle 1 was carried out in 2 (two) meetings. In meeting 1 (one) the learning process was carried out without target media, while in meeting 2 (two) using target media. The data collection technique in this study uses the results of learning big ball / basketball in the process of increasing motivation and seriousness in learning supported by the results of putting the ball into the basketball ring using a combination of game methods.

Researching is taking measurements of social and natural phenomena (Sugiyono, 2011). Meanwhile, a research instrument is a tool used to measure observed natural and social phenomena (Sugiyono, 2011). Because research is taking measurements, there must be a good measuring instrument. The instruments in this PTK are the tools used in the data collection to be carried out. In this case, the basketball game assessment instrument is: changes in the behavior of students and teachers in learning, tests of putting the ball into the basketball hoop, and filling out questionnaires by students regarding learning the game of basketball with a combination of target games.

First, instruments to obtain data on teacher progress in teaching, namely: 1. lesson opening skills; 2. ability to deliver material; 3. ability to interact with students; 4. mastery of material; 5. classroom management skills; 6. time management skills; 7. conducting evaluation; 8. closing skills. Second, an instrument to obtain data on changes in student behavior in the form of an observation sheet about social attitudes towards the learning under study. The observed behavior is the aspect of seriousness and motivation when participating in learning. The instrument to get students' responses about learning big ball/basketball with a combination of target games is a questionnaire.

Asra (2008) states that the benchmark for teaching success is using the results achieved by students in learning, even though until now the tools used to measure the level of objectivity, the level of accuracy or the level of reliability is not yet known for successful learning. So the indicators of the success of the action set by the researcher are: (1) success of the learning process: if there is a change in the attitude of students in learning from unhappy to happy, enthusiastic, want to repeat the movement (more serious and motivated) (2) Indicators of increased learning outcomes are: The increasing number of students who are able to correctly throw (insert) the ball into the basketball hoop.

The data analysis technique uses data in the form of observation sheets for student attitudes, filling out questionnaires and learning outcomes test combinations of target games. Data is obtained by means of observation or observation made in each activity that takes place. The data are in the form of quantitative and qualitative data. Quantitative data is data on student learning outcomes (evaluations) in the form of numbers, while qualitative data is in the form of the attitude values (motivation and seriousness) of students while participating in learning. This is expressed in Sugiyono (2011) that data analysis before in the field, during in the field and after completion in the field. (1) Pre-field data analysis, where qualitative research has conducted data analysis before entering the field. Analysis was carried out on a preliminary study that would be used to determine the focus of the research, (2) Analysis while in the field. Analysis while on the field is by observing the learning process of big ball / basketball games, observing the teacher while teaching and observing students' attitudes while studying, throwing the ball into a basketball hoop skill test. (3) Analysis after completion in the field. Analysis after being in the field is carried out by processing learning outcome data.

C. Result and Discussion

1. Data Analysis Cycle 1 (one)

The research results can be described in each cycle, namely:

a) Learning Cycle 1 The first meeting explains that:

- (1) The level of motivation and seriousness of students based on the results of observations can be seen in the table below:

Table 1. Frequency Distribution of Student Motivation and Seriousness Meeting 1

| Category | Score Intervals | Frequency | Percent |
|------------|-----------------|-----------|---------|
| Very good | 6 | 0 | 0.0% |
| Good | 4-5 | 9 | 25.7% |
| Not enough | 2-3 | 26 | 74.39% |
| Total | | 35 | 100% |

From these results it appears that the majority of students have a lack of motivation and seriousness, namely 74.3%. With the acquisition of an average score of 2.94 (less).

- (2) The level of accuracy of student shooting after being given lessons can be seen in the following table:

Table 2 . Frequency Distribution Shooting Accuracy Meeting 1

| Category | Score Intervals | Percent |
|------------|-----------------|---------|
| Good | 1 | 2.9% |
| Enough | 13 | 37.1% |
| Not enough | 21 | 60.0% |
| Total | 35 | 100% |

From these results it appears that the ability of the students' accuracy in shooting is also still in the less category, namely 60%. With the number of students completing, only 14 students and 21 did not complete.

From the results of the two analyzes above, it can be seen that the learning outcomes as well as the motivation and seriousness of students are still lacking, so it is necessary to teach them with other methods or models.

b) Observation of Cycle I of the Second Meeting explained that:

- 1) The level of motivation and seriousness of students based on the results of observations can be seen in the table below:

Table 3 . Frequency Distribution of Student Motivation and Seriousness Meeting-2

| Category | Score Intervals | Frequency | Percent |
|------------|-----------------|-----------|---------|
| Very good | 6 | 6 | 17.1% |
| Good | 4-5 | 27 | 77.1% |
| Not enough | 2-3 | 2 | 5.7% |
| Total | | 35 | 100% |

From the results of the analysis of the second meeting, it appears that the majority of students have a good level of motivation and seriousness, namely 77.1% and very good at 17.1%. With the acquisition of an average score of 4.63 (Good). This means that there was an average increase of 1.69.

- 2) The level of shooting accuracy of students after being given learning can be seen in the following table:

Table 4 . Frequency Distribution of Meeting-2 Shooting Accuracy

| Category | Score Intervals | Percent |
|------------|-----------------|---------|
| Good | 9 | 2.9% |
| Enough | 15 | 37.1% |
| Not enough | 11 | 60.0% |
| Total | 35 | 100% |

From these results it appears that the ability of students' accuracy in shooting is in the sufficient category, namely 42.9%. With the number of students completing, only 24 students and 11 did not complete. In the second meeting, the target game was also able to increase the shooting accuracy of students with an increase in mastery by 10 students.

From the results of the two analyzes above, it can be seen that the results of student accuracy as well as student motivation and seriousness have increased, but to increase even more, it is necessary to give encouragement lesson in the second cycle.

2. Data Analysis Cycle 2 (two)

- 1) The level of motivation and seriousness of students based on the results of observations

Based on the results of the quantitative analysis, it can be seen that the level of motivation and seriousness of students in participating in learning in cycle II can be assessed look at the table below:

Table 5 . Frequency Distribution of Motivation and Seriousness of Cycle 2 Students

| Category | Score Intervals | Frequency | Percent |
|------------|-----------------|-----------|---------|
| Very good | 6 | 10 | 28.6% |
| Good | 4-5 | 24 | 68.6% |
| Not enough | 2-3 | 1 | 2.9% |
| Total | | 35 | 100% |

From the results of the second cycle analysis, it appears that the majority of students have a good level of motivation and seriousness, namely 68.6% and an increase in the very good category, namely 28.6% and an increase in the very good category, namely 28.6% and the decrease in the less category was 2.9%. With the acquisition of an average score of 4.97 (Good). This means that there was an average increase of 0.34 from the previous meeting.

- 2) Shooting accuracy rate

Based on the analysis of the accuracy of shooting students after being given a lesson, the results can be seen as follows:

Table 6 . Cycle 2 Shooting Accuracy Frequency Distribution

| Category | Score Intervals | Percent |
|------------|-----------------|---------|
| Good | 12 | 34.3% |
| Enough | 18 | 51.4% |
| Not enough | 2 | 5.7% |
| Total | 35 | 100% |

From these results it appears that the ability of the students' accuracy in shooting is in the adequate category, namely 51.4% and in the good category it increases to 34.3% and there is a drastic decrease in the less category, which is 5.7%. With the number of students completing, only 33 students and 2 did not complete. In the second cycle, the target combination game was also able to increase the shooting accuracy of students with an increase in mastery of 33 students or 94.3%.

From the results of the two analyzes above, it can be seen that the results of the accuracy of student shooting as well as the motivation and seriousness of students have increased very well, so this cycle 2 has achieved the learning target so that there is no need to be given learning in the next cycle. While the analysis of motivation and seriousness based on the results of a survey of students shows that students have a very high level of motivation and seriousness in participating in learning, in more detail it can be seen in the table below this:

Table 7 . Frequency Distribution Of Students' Motivation and Seriousness

| Category | Score Intervals | Frequency | Percent |
|-----------|------------------------|-----------|---------|
| Lofty | $14.25 < X$ | 17 | 48.57% |
| Tall | $13.75 < X \leq 14.25$ | 13 | 37.14% |
| Currently | $13.25 < X \leq 13.75$ | 0 | 0.00% |
| Low | $12.75 < X \leq 13.25$ | 4 | 11.43% |
| Very low | $X < 12.75$ | 1 | 2.86% |
| Total | | 35 | 100% |

1. First Cycle

Based on the level of motivation and seriousness of the students in participating in learning in the first meeting, it shows that the majority of students have a high level of motivation. low invasiveness and seriousness, namely 74.3%, in the Good category only 25.7% and no one has very good motivation and seriousness. Meanwhile, at the end of the lesson, a test for the accuracy of shooting the ball into the basketball hoop showed the result that the majority of students were still in the less category, namely 60%, in the medium category 37.1% and only 2.9% in the good category. These results then become the basis for using the learning model with a combination of target games in cycle 1 of the second meeting. In the second meeting using the target game combination method, then in the learning process based on the results of observations of the collaborators, the level of motivation and seriousness of students in the majority are in the good category, namely 77.1%, in the very good category, 17.1% and only 5.7% in the not enough. This shows that the target game approach method is something that is interesting for students so that it can increase the motivation and seriousness of students drastically, but still need to be given the next cycle to increase the motivation and seriousness of students.. Next, the results of the analysis of the accuracy of shooting the ball into the ring after being given lessons with the target game approach, the results obtained were that the majority of students had accuracy with the sufficient category, namely 42.9%, in good category 25.7% and still 31.4% in the less category. The results have shown a good increase compared to the first meeting, but because there are still many students who are in the less or incomplete category, it is necessary to continue in the next cycle.

2. Second Cycle

In the second cycle using the target game approach method, then in the learning process based on the results of observations of the collaborators the level of motivation and seriousness of the majority of students was in the good category, namely 66.6 %, in the very good category 28.6% and only 2.9% in the bad category less. This shows that the target game approach method is something that is interesting for students so that it is able to increase the motivation and seriousness of students drastically, even being able to make students at students are increasingly motivated and serious in following the learning process, because this approach provides new challenges for students. These results were further strengthened by a survey using a questionnaire to students regarding their motivation and seriousness in participating in the target game with

the results that the majority of students had a level of seriousness d and very high motivation that is equal to 48.57%. Meanwhile, based on the results of the analysis of the accuracy of shooting the ball into the basketball hoop after being given a lesson with a target game approach, it is obtained that the result that the majority of students have sufficient category accuracy, namely 51.4%, in the good category 34.3% and only 5.7% in less category. These results have shown a good increase compared to the previous meeting and have reached the target set at the beginning, so there is no need to continue in the next cycle.

D. Conclusion

Based on the results of the research, it can be concluded that the motivation and seriousness of participating in the learning process of students through the target game approach is proven to be effective and able to achieve raise the learning outcomes as well as the motivation and seriousness of students, at SMP Negeri 1 Rejang Lebong. This can be seen from the increase in the motivation and seriousness of the students as well as the increase in the accuracy of throwing the ball or shooting so that the completeness reaches 94.3% in the second cycle.

E. Acknowledgement

On this occasion, many thanks to Dr. Eko Risdianto for his guidance and direction as a Lecturer in the FKIP Masters Degree Program in Educational Technology to publish research results for teachers' scientific work. Next, thank you to colleagues at SMP Negeri 1 Rejang Lebong, Mr. Alamsyah, S.Pd, Dermawansyah, S.Pd, Mrs. Elvi Sukaisih, S.Pd. A big thank you also goes to the Principal of Rejang Lebong 1 Public Middle School, Mr. Umar Iman Santoso, M.Pd.Si, who has given permission to carry out PTK in students Sports and Health Physical Education (PJOK) as an action to develop innovations and models lessons.

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First publication right :

INASPORT: Indonesian Journal of Sport, Health and Physical Education Science

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